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ABSTRACT

A study investigated from a national perspective factors that influence the attrition and retention of newly hired secondary business teachers in the public sector. It also identified factors important to determine a business teacher's interest in continuing or not continuing in the teaching profession. The survey developed for the study consisted of these four sections: educational preparation, teaching experience, skills and interests in teaching, and demographics. Of 424 deliverable surveys, 163 (34%) were returned. Findings were the following: (1) the retention rate of respondents was very good; (2) 86 percent were still teaching; (3) secondary business teachers who initially did not have a strong commitment to the teaching profession were more likely to leave the teaching profession; (4) 54 percent reported their mentoring experience as having a positive influence toward their attitude as a beginning teacher; (5) 43 percent who remained in the teaching profession reported satisfaction with their current teaching positions; (6) participants identified salaries (57 percent), lack of job advancement (30 percent), licensure requirements (26 percent), stress (26 percent), and classroom management issues (26 percent) as major reasons for secondary business teachers leaving the teaching profession; and (7) 5 of 14 factors important to continue teaching (pleasant working conditions, positive teaching experience, sense that they are doing a good job, positive interactions with students, time to complete job responsibilities) differed significantly between teachers who did not enter or chose to leave and those who remained in the teaching profession. (Contains 32 references.) (YLB)

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An Examination of Secondary Business Teachers' Retention Factors

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Abstract

This research study reports attrition and retention factors that influence secondary business teachers' decision to remain in or leave the teaching profession. State and local school officials are seeing an increase in the resignation rates of teachers who enter the teaching profession. Previous research has identified several reasons why new teachers leave the teaching profession. Attrition factors identified from this study included salaries, lack of job advancement, licensure requirements, stress, and classroom management issues. Retention factors with significant differences for stayers and leavers included positive teaching experience, inner sense of doing a good job, positive interaction with students, adequate time to complete job responsibilities, and pleasant working conditions. A significant difference was reported for stayers and leavers and their initial commitment to the teaching profession.

Introduction

Teacher retention has been a concern for policymakers, school officials, and parents. Darling-Hammond (1997), in a study of the general population of teachers reported approximately 15% of new teachers leave the profession during each of the first two years of teaching. This is more than twice the annual national teacher attrition rate of 7%. As teachers leave the profession, it raises the issue of maintaining qualified replacement pools of potential applicants. LaBonty (1999) reported the number of secondary business teachers has declined from 12% in 1991 – 1992 to 10% in 1997 – 1998.

Teachers who have left the teaching profession have identified several reasons for their departure. Among those reasons include salaries, burnout, stress, work environment, lack of support, and lack of recognition (Anderson & Sinha, 1999; Boe, Bobbitt, Cook, Whitener, & Weber, 1997; Macdonald, 1999; Marlow, Inman, & Betancourt-Smith, 1997; Ruhland, 2001; Shen, 1997; Sinha, 1996; Wisniewski & Gargiulo, 1997).

For the purpose of this study, attrition (leavers) is defined as secondary business teachers who did not enter or chose to leave the teaching profession voluntarily. Retention (stayers) is defined as secondary business teachers who entered teaching and have remained in the teaching profession from one year to the next.

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Purpose of the Study

The purpose of this study is to investigate from a national perspective factors that influence the attrition and retention of newly hired secondary business teachers in the public sector. For the purpose of this study, newly hired are defined as business education graduates who completed a degree or licensure program in business education between 1996 and 2000. A second purpose is to identify the factors that are important to determine a business teacher's interest in continuing or not continuing in the teaching profession.

Research Questions

The following research questions guided this study:

1. What is the attrition and retention rate of newly hired secondary business teachers entering the teaching profession?

2. Is there a statistically significant difference in commitment to teaching between newly hired secondary business teachers who did not enter or chose to leave, and those who remain in the teaching profession?

3. Did a mentoring experience influence a newly hired secondary business teacher's attitude toward the teaching profession?

4. Are newly hired secondary business teachers satisfied with their current teaching position?

5. What reasons influence a newly hired secondary business teacher's decision to not enter or to leave the teaching profession?

6. Are there statistically significant differences in the factors that are important to determine a teacher's interest in continuing to teach between newly hired secondary business teachers who did not enter or chose to leave, and those who remain in the teaching profession?

Literature Review

Research previously reported (LaBonty, 1999) indicates a shortage of business teachers. Therefore, an understanding of the attrition factors that contribute to a teacher's decision to not enter or to leave the teaching profession is necessary. Numerous factors for leaving the teaching profession have been identified by teachers. A common variable identified in the literature that influences attrition is teacher stress (Breeding & Whitworth, 1999; Joerger & Boettcher, 2000; Kirby & Grissmer, 1993; Macdonald, 1999; Wisniewski & Garguilo, 1997). Recognizing that stress is not the only reason teachers leave the teaching profession is important.

A literature review by Macdonald (1999) linked teacher attrition to conditions that affect service and conditions of service (Chapman, 1994; Neave, 1992). Conditions that affect service include the socioeconomic and political factors such as a decline in the status of teaching, lack of recognition of teachers' work by the communities and government, and poor working conditions. Conditions of service are school-based, technical, and material conditions of service. Conditions of service impact teacher attrition when sufficient incentives are not provided to teachers, such as salaries and workplace conditions.

A longitudinal study by Kirby and Grissmer (1993) collected data from teachers concerning the reasons teachers left teaching and what they liked and disliked about teaching. The authors emphasize the importance of studying attrition over a period of time. This is recommended due to the changes in indicators (e.g. salary, working conditions, child rearing, licensure requirements) that may lead to higher or lower attrition rates for a given year. Both temporary attrition and permanent attrition need to be examined to understand changes needed by educational systems. Temporary attrition is when teachers leave the profession, possibly due to child rearing or pursuing further education, and then return to teaching within five years. Findings from Kirby and Grissmer (1993) identified attrition rates were higher for "young, independent teachers, teachers in specialties with high opportunity costs, and teachers in poor or unusually stressful working conditions" (p. 48).

Teachers' dissatisfaction with their careers has been identified as a factor to leave the teaching profession. Teachers who are satisfied with their careers in teaching tend to stay longer in teaching than teachers who are not as satisfied (Chapman, 1983, 1984; Conely, Bacharach, & Bauer, 1989; Floden & Huberman, 1989; NCES, 1991). Based upon this literature review when teachers are not satisfied with their careers, then other factors accumulate (e.g., salary, working conditions, stress level) that ultimately lead to teacher attrition.

Research conducted by Boe, Bobbit, Cook, Barkanic, and Maislin (1999) reported national trend and predictor data for the turnover of public school teachers at the K through 12 grade levels. Beginning teachers (less than 4 years of teaching experience) left for personal reasons and to return to college. Teachers with 4 – 9 years of experience left for personal reasons. Mid-career leavers (10 - 19 years of experience) left to secure other employment or for sabbaticals. Late career teachers (more than 19 years of experience) left primarily due to retirements.

Research findings reported 15% of CTE teachers were dissatisfied with teaching (Boe, et. al., 1999). According to Boe, et. al. CTE teachers "were twice as likely to leave for dissatisfaction with teaching as were other teachers" (p. 9). Another study by Boe, et. al. (1997) focused on retention, transfer, and attrition of special and general education teachers. Findings from this study reported high levels of attrition for teachers who are less than 40 years old and relatively inexperienced, earn a low salary, and have a change in marital status and none to one or more dependents. Boe et. al. (1997) further reported a number of factors not significant to teacher attrition. "These variables were teachers'

gender, race/ethnicity, level of highest degree earned, school size, community type (central city, suburban, etc.), and region of the nation" (p. 410).

Research conducted by Anderson and Sinha (1999) identified 49% of secondary business teachers were seeking an alternative career to teaching. A factor cited most often as motivating business teachers to seek an alternative career was teacher burnout. Other factors cited included salary, advancement potential, more prestige, and more power and control.

The literature reviewed identified numerous teacher attrition factors; therefore, one could conclude that various reasons exist for a teacher's decision to not enter or to choose to leave the teaching profession. Attrition factors identified in the literature review will be compared with the current research study findings to determine if there are new or similar teacher attrition factors.

Knowledge and understanding of teacher retention factors are equally important to assure quality of teaching in our educational systems. A literature review identified numerous studies related to teacher retention. By comparing previous research findings with the current research study, educators should be able to address and improve teacher retention.

The 1990 - 1991 Schools and Staffing survey reported four factors associated with teacher retention (Shen, 1997). Teaching experience was identified as the first variable. The more years teachers had taught, the more likely they were to remain in the teaching profession. The second variable, salary, was also identified with teacher retention. This finding is consistent with a research study conducted by Shin (1992). The third variable identified was an appreciation of intrinsic merits. The fourth variable identified was administrative support of teachers and teachers' work.

In other studies related to teachers' salaries, researchers found that salary affects the length of time teachers remain in the teaching profession (Chapman & Hutcheson, 1982; Murnane & Olsen, 1990; Theobald, 1990). Teachers who have more years of teaching experience receive a salary increase based upon the school district's negotiated salary schedule. Salary is an extrinsic reward and may not improve job dissatisfaction, but may be a teacher retention variable.

Kirby and LeBude (1998) conducted research to identify retention strategies and the nature of teacher induction programs for beginning vocational teachers in health, agriculture, and biotechnology. The five retention strategies with the highest impact for beginning teachers included (a) adequate materials, resources, and workbooks; (b) adequate facilities to support curriculum; (c) reimbursement for continuing education; (d) positive teaching and learning work climate; and (e) endorsement by administration of school policies. The authors suggested two retention strategies for the first five years of a new teacher's career. The first strategy recommended was a support team, rather than a single teacher being assigned to a new teacher. The support team would include a mentor teacher and or subject area peer teacher, administrator, state staff, and a teacher educator. The second strategy was assistance provided to new teachers, such as adequate resource

materials, facilities to support curriculum, continuing education reimbursement, and positive work climate.

Employing a mentoring program (Odell & Ferraro, 1992) can reduce early attrition of beginning teachers. Mentors can assist with classroom management issues, locate resources, and provide advice to new teachers. New teachers are frequently given the most challenging teaching schedule, multiple courses requiring additional curriculum preparation, and classes with the most disadvantaged students. Mentoring programs can be costly, but the money saved on recruiting and rehiring teachers yearly has shown the financial effectiveness of mentoring programs. "Teachers who were still teaching after four years most valued the emotional support that they received from their mentors in their first year of teaching" (Odell & Ferraro, 1992, p. 203).

A study conducted by Sinha (1996) examined factors that contribute to the teaching status of business education teachers and levels of satisfaction with teaching as a career. Findings from this study reported teachers who were satisfied with teaching tended to stay in the teaching profession longer than teachers who were not satisfied. "The majority of teachers remain in teaching for reasons such as desire to teach, to impact students' lives, and help others" (Sinha, 1996, p. 118).

Although the studies reported here are valuable related studies, none of the studies specifically addressed secondary business teacher retention factors. The current study provides results concerning newly hired secondary business teachers' commitment to the teaching profession, the importance of a mentor, and factors that are important to a teacher's decision to remain in or to leave the teaching profession.

Theoretical Framework

Several researchers have developed teacher retention and teacher attrition frameworks. Chapman's teacher retention model (Chapman, 1983, 1984; Chapman & Green, 1986) and Grissmer and Kirby's (1987) teacher attrition model provide the theoretical framework for this study. Chapman's (1983, 1984) retention model suggests that teacher retention is a function of (a) a teacher's personal characteristics, (b) educational preparation, (c) initial commitment to teaching, (d) quality of the first teaching experience, (e) professional and social integration into teaching, and (f) external influences. These factors influence career satisfaction and relate to a teacher's decision to remain in or leave the teaching profession. Chapman's (1983, 1984) framework indicates that teachers, who rate themselves higher in skills, abilities, values, and professional accomplishments, should exhibit more career satisfaction than teachers who rate themselves low in those areas.

Grissmer and Kirby's (1987) teacher attrition model identifies voluntary and involuntary attrition decisions. Voluntary attrition decisions include (a) degree of occupation-, location-, and organization-specific human capital; (b) informed nature of original job commitment and job search; (c) previous work and teaching experience; (d) changes in marital status, family composition, and location after employment; (e) salary and working

conditions; and (f) job characteristics and wage and employment opportunities inside and outside of teaching. The involuntary attrition decisions include (a) performance expectations of the school district, (b) teacher layoffs, (c) mandatory retirement rules, and (d) illness and death. Patterns of attrition will vary based upon a teacher's career stage and life cycle. According to Grissmer and Kirby's model, teacher attrition patterns follow a U-shaped curve over the life cycle. Attrition possibilities tend to be high for younger teachers, low for middle-aged teachers, and high again for teachers nearing retirement.

Methodology

This study was conducted with business education graduates who completed a degree or licensure in business education between 1996 and 2000 from NABTE institutions. The contact information for institutional representatives from 103 NABTE institutions was obtained from the *Business Education Forum* ("Institutions Offering Degrees," 2000). A letter was sent to the NABTE institutional representative in December 2000, with a followup E-mail to determine if the names and addresses of graduates from their institutions were available. Fifteen (30%) institutional representatives responded with names and addresses of business education graduates. An additional 35 (51%) institutional representatives would have liked to participate, but were unable to because of privacy issues or did not have a current database of business education graduates.

The survey developed for this study employed items used in earlier studies (Chapman & Hutcheson, 1982; Miller, 1974; Ruhland, 2001). The survey consisted of four sections. Section one, educational preparation, and section four, demographics, relate to Chapman's model (1983, 1984) of personal characteristics, educational preparation, initial commitment to teaching, and quality of teaching experience. Section two, teaching experience, relate to Chapman's (1983, 1984) quality of teaching experience and Grissmer and Kirby's (1987) voluntary and involuntary attrition decisions. Section three, skills and interests in teaching, relates to Chapman's (1983, 1984) professional and social integration into teaching.

The survey was reviewed for content validity by a panel of five experts who were asked to provide comments to the survey. These experts were secondary school business teachers who have knowledge and experience as teachers. The survey was modified to reflect suggestions made by the panelists. Following the recommended changes, a pilot study was conducted by sending the survey and cover letter to seven secondary school business teachers who were recommended by state department personnel and university professors responsible for secondary business education programs.

The survey was sent to 475 secondary business teachers whose names were obtained from the 15 NABTE institutional representatives in February 2001. A postcard follow-up was sent three weeks after the initial survey mailing to all potential participants. Fifty-one letters were returned non-deliverable or with incomplete information; subsequent efforts in locating a current address were unsuccessful. Since current addresses were not available for the 51 non-deliverable surveys, this number was subtracted from the initial

survey count to yield 424 deliverable surveys. Phone numbers were not available for the potential participants; therefore, telephone follow-up was not feasible for survey non-respondents. Of the 424 deliverable surveys, a total of 163 (34%) surveys were received by April 2001.

Data analysis determined whether the two groups (those who did not enter or chose to leave and those who remain in the teaching profession) differ in their commitment to teach and factors important to continue teaching. For research questions two and six, significant differences were tested using the Mann-Whitney U test to contrast those who did not enter or chose to leave and those who remain in the teaching profession. The value for statistical significance was set at $p < .05$ for all statistical comparisons. Participants who did not respond to a specific question were not included in the statistical comparisons for that question.

The significance test used here, the Mann-Whitney U statistic, is mathematically equivalent to the Wilcoxon rank-sum test (Howell, 1997). Both are distribution free tests for statistical significance and do not utilize means, medians, modes, or standard deviations in the computation of the U-value. This means that the U test will work with any distribution. Howell (1997) suggests that the test may be testing differences in central tendency at times, but because of the gain in freedom of assumptions it looses the specificity of the difference that is actually being testing. A significant value via the U test, then, does not tell us in which way that the data for the two groups differ, but merely that they do differ in a fashion that is unlikely attributable to chance. Concerning the descriptive statistics reported in this study, medians and or modes are often the most appropriate description of ordinal data such as that found in this research and are reported in the subsequent tables.

Results

The survey results are subject self-reported and are based upon participants' feelings and perceptions of themselves. Demographically, 65% of the participants were female and 34% were male. (One participant did not indicate gender.) Forty-eight percent of the participants were under 31 years of age, 32% were between 31 and 40 years of age, 17% were between 41 and 50 years of age, and 3% were over 50 years of age. Ninety-five percent were white, non-hispanic. Thirty-eight percent of the participants had completed a master's degree, 35% completed a bachelor's degree, 26% completed credits beyond a bachelor's degree, and one participant completed a doctorate degree. Of the participants responding, 50% reported five years or fewer of non-teaching experience. The majority of participants (79%) reported a current salary between $26,000 and $35, 999.

Research question 1 asked "What is the attrition and retention rate of newly hired secondary business teachers entering the teaching profession?" Eighty-six percent of the teachers who entered the teaching profession (stayers) between 1996 and 2000 were still teaching, and 14% indicated they did not enter or were no longer teaching (leavers) since completing their degree or teacher licensure requirements.

Research question 2 asked "Is there a statistically significant difference in commitment to teaching between newly hired secondary business teachers who did not enter or chose to leave, and those who remain in the teaching profession?" The following ratings were used to rate teaching commitment level: 1 = extremely committed, 2 = above average commitment, 3 = some commitment, and 4 = no commitment. Forty-six percent of the stayers and 30% of the leavers reported an above average commitment to teaching after completing their degree or certification requirements. The median score for those who did not enter or who chose to leave the teaching profession was 3, and for those remaining in the teaching profession was 2. The U test revealed a statistically significant difference ($p = .01$) between those who did not enter or chose to leave and those who remain in the teaching profession.

Research question 3 asked "Did a mentoring experience influence a newly hired secondary business teacher's attitude toward the teaching profession?" Only those teachers who were currently teaching responded to this question. Nineteen percent of the participants still in the teaching profession reported their mentoring experience as having an extremely positive influence, 54% positive influence, 5% negative influence, and 21% indicated a mentor was not available. (One participant did not respond to this question.)

Research question 4 asked "Are newly hired secondary business teachers satisfied with their current teaching position?" Thirty-seven percent of the participants responded very satisfied with their current teaching position, 43% were satisfied, 14% were somewhat satisfied, and 6% reported they were not satisfied with their current teaching position.

Research question 5 asked "What reasons influence a newly hired secondary business teacher's decision to not enter or to leave the teaching profession?" Only those teachers who did not enter or were no longer teaching responded to this survey question. Twenty-three teachers responded to this survey question. In addition to the 16 reasons provided on the survey, participants provided three "other" reasons. The reason cited most often by 57% of the participants was salary. The frequency and number of participants selecting any one reason is provided in Table 1.

Research question 6 asked "Are there statistically significant differences in the factors that are important to determine a teacher's interest in continuing to teach between newly hired secondary business teachers who did not enter or chose to leave, and those who remain in the teaching profession?" Participants were asked to rate each item as to its importance in determining their interest in continuing to teach. The following descriptors were used for the Likert-type scale: 1 = not important, 2 = somewhat important, 3 = very important, 4 = extremely important. Analyzed one by one, there were significant differences reported for five of the fourteen factors listed as important in determining a teacher's interest in continuing or not continuing to teach. Table 2 illustrates the 14 factors important to continue teaching. Significant differences were reported for pleasant working conditions ($p = .05$), positive teaching experience ($p = .04$), inner sense of knowing I'm doing a good job ($p = .03$), positive interaction with students ($p = .01$), and adequate time to complete job responsibilities ($p = .01$).

Table 1

Reasons Influencing Teachers' Decision to Leave the Teaching Profession (n = 23).

Reasons	Yes	Percent
Salaries	13	57
Lack of job advancement	7	30
Licensure requirements	6	26
Job-related stress	6	26
Classroom management issues	6	26
Lack of administrative support	5	22
Additional job-related commitments outside of teaching	5	22
Institutional climate	5	22
Decided teaching wasn't for me	4	17
Lack of teacher preparation training	4	17
Returned to college to pursue graduate degree	3	13
Relocated	3	13
Obtain employment other than teaching	3	13
Raise family	2	9
Lack of job security	2	9
Obtain administrator position	2	9
Program/teaching position ended	1	4
Retired	1	4
Politics within school district	1	4

Note. Number (n) is based on 23 participants who indicated they did not enter or chose to leave (leavers) the teaching profession. Participants were asked to select all reasons that applied to their decision. Reasons are listed in order of frequency reported.

Table 2

Differences Between Two Groups of Teachers and Willingness to Continue Teaching (n = 163).

Continue Teaching	Median		Mode		U Test
	Leavers	Stayers	Leavers	Stayers	*p*-values
Positive teaching experience	3	4	4	4	.04
Professional development opportunities	3	3	3	3	.73
Participation in professional associations	2	2	2	2	.49
Inner sense of knowing I'm doing a good job	3	4	3	4	.03
Availability of mentoring program	3	2	2	2	.22
Recognition of and support by administrators	3	4	3	4	.33
Recognition of and support by peers	3	3	3	3	.89
Positive interaction with students	3	4	4	4	.01
Adequate time to complete job responsibilities	3	4	3	4	.01
Pleasant working conditions	3	4	3	4	.05
Quality and quantity of resources available	3	3	3	3	.13
Potential for leadership opportunities	3	3	3	3	.60
Potential for salary increases	4	4	4	4	.81
Institutional policies and procedures that support the teacher	3	4	3	4	.47

Note. The values are significant at the $p < .05$. Leavers n = 23, stayers n = 140.

Discussion and Implications

The primary purpose of this study was to identify factors that influence the retention and attrition of newly hired secondary business teachers. Of the business education graduates responding to this survey, the retention rate was very good. Eighty-six percent of the teachers responding to the survey were still teaching. The study reports a significant difference ($p = .01$) in self-perceived teaching commitment level between teachers who remain in the teaching profession and teachers who did not enter or chose to leave the teaching profession. The data suggest that secondary business teachers, who initially did not have a strong commitment to the teaching profession, were more likely to leave the teaching profession. Of course, findings cannot be generalized to all teachers.

The low number of teachers (23) responding to this study who did not enter or chose to leave the teaching profession may indicate that teachers who did not have a positive teaching experience were less likely to respond to this study. Thus, there was no incentive for those teachers to participate in this study. As a result, this study may help identify retention factors but may not accurately report attrition factors due to the low number of participants responding who did not enter or chose to leave the teaching profession.

Fifty-four percent of newly hired secondary business teachers reported their mentoring experience as having a positive influence toward their attitude as a beginning teacher. Thus, the experience with a mentor could be a substantial retention factor for teachers entering in and remaining in the teaching profession. Specific mentoring techniques (Odell & Ferraro, 1992), such as assisting with classroom management issues, locating resources, and providing advice were not assessed in this study.

Forty-three percent of newly hired secondary business teachers who remain in the teaching profession reported they were satisfied with their current teaching positions. This finding is consistent with research reported by Sinha (1996). Business education teachers reporting satisfaction with teaching tended to stay in the teaching profession longer than teachers who were not satisfied with their current teaching position.

The findings from this study provide a better understanding of the attrition and retention factors for secondary business teachers. Findings from this study support research conducted by Anderson and Sinha (1999), Breeding and Whitworth (1999), Joerger and Boettcher (2000), Kirby and Grissmer (1993), Macdonald (1999), Marlow et al. (1997), and Wisniewski and Garguilo (1997) identifying similar factors that attribute to teacher attrition. Participants from this study identified salaries (57%), lack of job advancement (30%), licensure requirements (26%), stress (26%), and classroom management issues (26%) as major reasons for secondary business teachers leaving the teaching profession. The majority of leavers were less than 40 years old (87%) and earned salaries of $25,999 or less (35%). These findings are consistent with Boe et. al. (1997) who reported high levels of attrition for teachers less than 40 years old and earning low salaries.

Five of the fourteen factors important to continue teaching had significant differences between teachers who did not enter or chose to leave and those who remain in the teaching profession. Findings from this research study identify new retention factors based upon previous research conducted. Of the five factors important to continue teaching, a pleasant working condition ($p = .05$) was consistent with Kirby and LeBude's (1998) research that reported positive teaching and learning work climate as one of five retention strategies. Findings from this study further report teachers who have a positive teaching experience ($p = .04$), sense they are doing a good job ($p = .03$), have positive interaction with students ($p = .01$), and time to complete job responsibilities ($p = .01$) may influence secondary business teachers' decision to remain in the teaching profession. For stayers, these factors are consistent with Chapman's retention model (1983, 1984) reporting teacher retention is a function of the quality of the first year teaching experience, and professional and social integration into teaching. These results identify retention factors specific to secondary business teachers.

Recommendations

Based on the literature review and an analysis of data, the following recommendations for further research are suggested:

1. This study found that business teachers who reported satisfaction with teaching tended to remain in the teaching profession longer than business teachers who were not satisfied. A five-year longitudinal study should be conducted, on a national level, with secondary business teachers to determine if there is a relationship between number of years in the teaching profession and teacher attrition. A longitudinal study would provide a better understanding of number of years in the teaching profession and teacher attrition.

2. Secondary school administrators, on a state-wide level, should be surveyed to identify the approaches they are taking to retain teachers. This study reported five factors important to remain in the teaching profession. A study of this nature would provide insight to what administrators are doing to retain teachers.

3. A study is needed to examine the different types of mentoring programs provided to new teachers. Results from this study report a mentoring experience as having a positive influence on a new teacher's attitude with the teaching profession. The types of mentoring programs provided to new teachers needs to be studied further to understand mentoring and teacher retention.

4. This study should be replicated, on a national level, with other secondary CTE teaching areas to include: agriculture, family and consumer sciences, health, technology, and trade and industrial education. Results may provide information useful to determine the similarities and differences among business teachers and other secondary CTE teaching areas.

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